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ABSTRACT

This brief overview describes the work of the National In-Service Teacher Training Centre (NTTC) in Warsaw (Poland). Contents are as follows: (1) General Aim and Institutional Message; (2) Information about NTTC; (3) The NTTC Organization Structure; (4) The National Education Resource and Support Centre; (5) Foreign Institutions Cooperating with NTTC; (6) Structure of the Educational System in Poland; (7) Teachers in Poland; (8) Pre-Service and In-Service Teacher Education in Poland; and (9) The Good and Modern School: Continuation of Educational Changes. Detailed proposals for implementation of change in the Polish educational system are described, including modification of the existing structure of education, management and finance of education, and definition of the qualifications for teachers by the state. (EH)

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The National In-Service Teacher Training Centre (NTTC)

**Centralny
Ośrodek Doskonalenia Nauczycieli
(CODN)**

**Zentralinstitut
für Weiterbildung der Schullehrer
(ZIW)**

**Institut Centrale
de Perfectionnement des Enseignants
(ICPE)**

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ADDRESS: AL.UJAZDOWSKIE 28, 00-468 WARSAW, POLAND
TEL/FAX: (2) 6214800, (2) 6217597

General Aim and Institutional Message

To serve the Polish educational system with up-to-date information from both within and without Poland and to promote and support the modernisation of in-service provision.

"We aim to provide the latest and most relevant information and support the most effective in-service training."

Objectives:

- _____  to develop and maintain a national educational information network
- _____  to promote innovative models of administration of public educational institutions
- _____  to promote the production of teaching aids and materials
- _____  to design and organise in-service training for teachers and educators
- _____  to forecast human resources needs within the educational centres outside Poland
- _____  to coordinate international projects concerned with the development of various aspects of education ranging from subject specialization to matters of quality

Information about NTTC (CODN)

founding:	by the act of Minister of Education on January 1, 1991
financing:	by the Ministry of Education
early budget:	26 bilion zlotys, 2.4 mln DM (1993)
employment:	35 staff members, 31 administrative, 14 service workers
advisory board:	12 members from MEN, CODN, and local in-service teacher training institutions
staff development programmes for teacher colleges and schools:	study groups, projects, seminars, short courses, resource centre, preparation of teaching materials for schools and teacher colleges, in the year 1992-93 there were also one year courses ending with a diploma of professional capability
the staff engaged in these activities are from:	NTTC (CODN), universities, pedagogical universities, teacher associations, foreign partners (especially for foreign languages), Phare and Tempus programmes etc.
number of teachers involved in 1993:	over 8000, of which 5600 were engaged directly in NTTC (CODN) courses, over 850 were participating in various courses abroad

The National In-Service Teacher Training Centre

ADVISORY BOARD OF NTTC

12 prs

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Organisation Structure

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Dr Janina Zawadowska

DEPUTY DIRECTOR

Jacek Kowalski M.A.

GENERAL ACCOUNTANT
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PROJECT
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**DEMOCRACY
AND MARKET ECONOMY
UNITED STATES**

Michael Kott

**"LEROPOL PTH"
EDUCATIONAL MODULES
FOR TEACHER'S TRAINERS
NETHERLAND**

Dr Stefan Przybylski

TEMPUS JEP "ADEPT"

Prof. dr Krzysztof Konarzewski
Paweł Witczak

TEMPUS JEP "REDESIGN"

Zofia Kuklińska M.A.

TEMPUS JEP "RECURSION"

Dr Tomasz Gliszczyński

**TRAINING
FOR EDUCATION REFORM
MANAGEMENT TERM**

Alina Respondek M.Sc.

**FOUNDATION FOR TEACHING
ECONOMICS FTE
UNITED STATES**

Maria Ostrowska M.A.

The National Educational Resource & Support Centre

General Aims

PUBLISHING
HOUSE

1

THE EDUCATIONAL INFO OFFICE

- to gather information on educational area concerning in-service teachers' needs
- to disseminate information in educational network system

2

THE MEDIOTEQUE

- to collect modern educational resources
- to promote a resource-oriented way of education
- to analyze what is of teachers need and demand

3

THE LABORATORIES

- to help teachers in producing educational materials

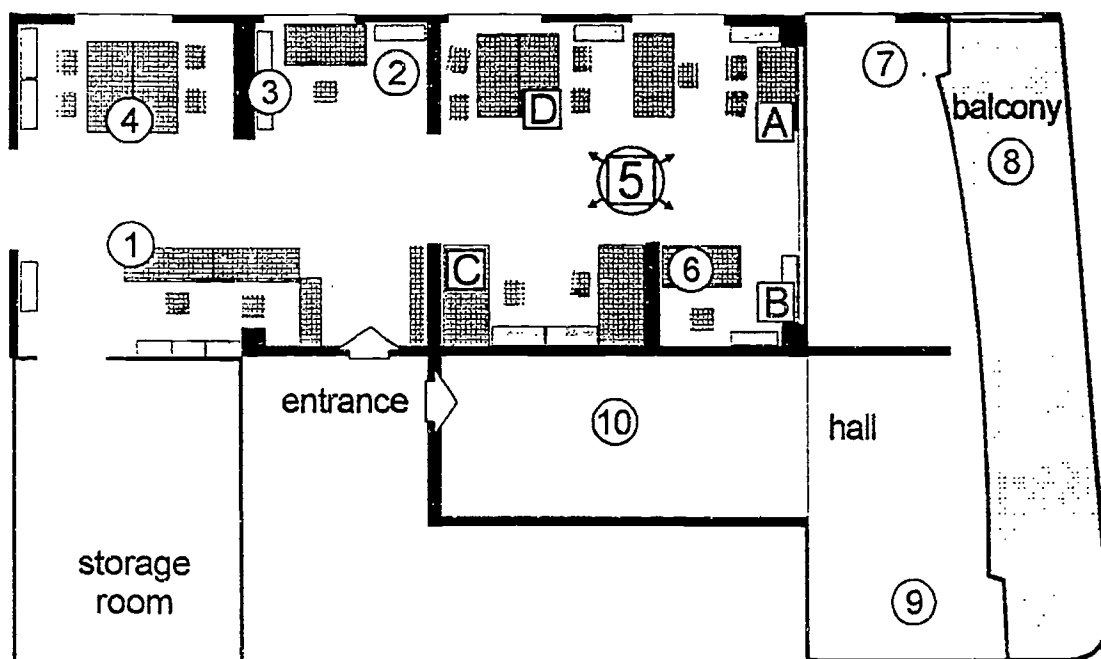
4

WORKSHOP AREA

- to support in promotion the active teaching methods

- to design and produce supplementary materials for teachers in a close cooperation with teachers associations
- to publish INFO bulletines, quaterlies and special issues which fulfill "gaps" of teaching materials in educational market

The Mediateque



- ① Information & lending service
- ② Catalogues
- ③ WOM's issues
- ④ "heavy demand"
(only for use within library area)
- ⑤ Special Sections
- ⑥ video & audio resources
- ⑦ newspapers
- ⑧ collection of school handbooks
- ⑨ exhibition area
- ⑩ NEWS! & coming soon...
INFORMATION

A ecology, biology, geography

C maths & science

B art & primary education

D civic & economic education

Foreign Institutions Cooperating with NTTC

Programs for Foreign Languages

German

Goethe Institute Warsaw and Cracow
Potsdam University
Bosch Foundation Stuttgart
Austrian Ministry of Education
Austrian Cultural Institute
WBZ Switzerland
CLAC Basel

French

French Embassy
Institut Francais en Pologne
CEFFIC
CIEP Sevres
CLAC Basel

Spanish

Spanish Embassy
EDELSA Publishing House

Italian

Italian Embassy
Italian Institute in Warsaw
Istituto Statale Sapri

English

American Embassy
US Information Agency
British Council
Longman Publishing House
Amstgymnasium Randers, Denmark

Russian

Pushkin Institute Moscow & St. Petersburg

Main Fields

- Preservice and in-service teacher training
- Native speakers in colleges and schools
- Methodological workshops
- Bilingual high schools: French, German, English, Spanish
- Teaching materials and resource centre

Other General Education Project

TEMPUS

- JEP Recursion for modernisation of mathematics teaching
- JEP Redesign for initial teacher education
- JEP Adept for new methodology of teacher education in pedagogical universities, organisation of resource centre

LEROPOL PTH

- Preparing teaching materials for classroom and school management, curriculum development etc.

OHIO PROJECT

- Education for democratic citizenship in Poland

Vocational Education Projects

WORLD BANK

- Education restructuring project for vocational education, retraining and upgrading of teachers in general technical and vocational subjects

NEWCASTLE UNIVERSITY

- Modern accountancy

OHIO PROJECT

- Education for democratic citizenship in Poland

CDG KOELN

- School practice for teacher of vocational subjects

DSE MAGDEBURG

- Active methods in vocational studies

GEORGETOWN UNIVERSITY

- Educational scholarship

DENMARK

- Cooperation with Technical College in Aarhus

*All these projects supply our resource centre
and give us modern teaching methodology*

Structure of the Educational System in Poland

Master degree

Teacher colleges	Universities	Pedagogical University	Polytechnic	Medical University	Art, music, theatre, film	Economical Schools of Economics
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University entrance examination

12 % of population

(planned increase to 25%)

Certificate (Matura)

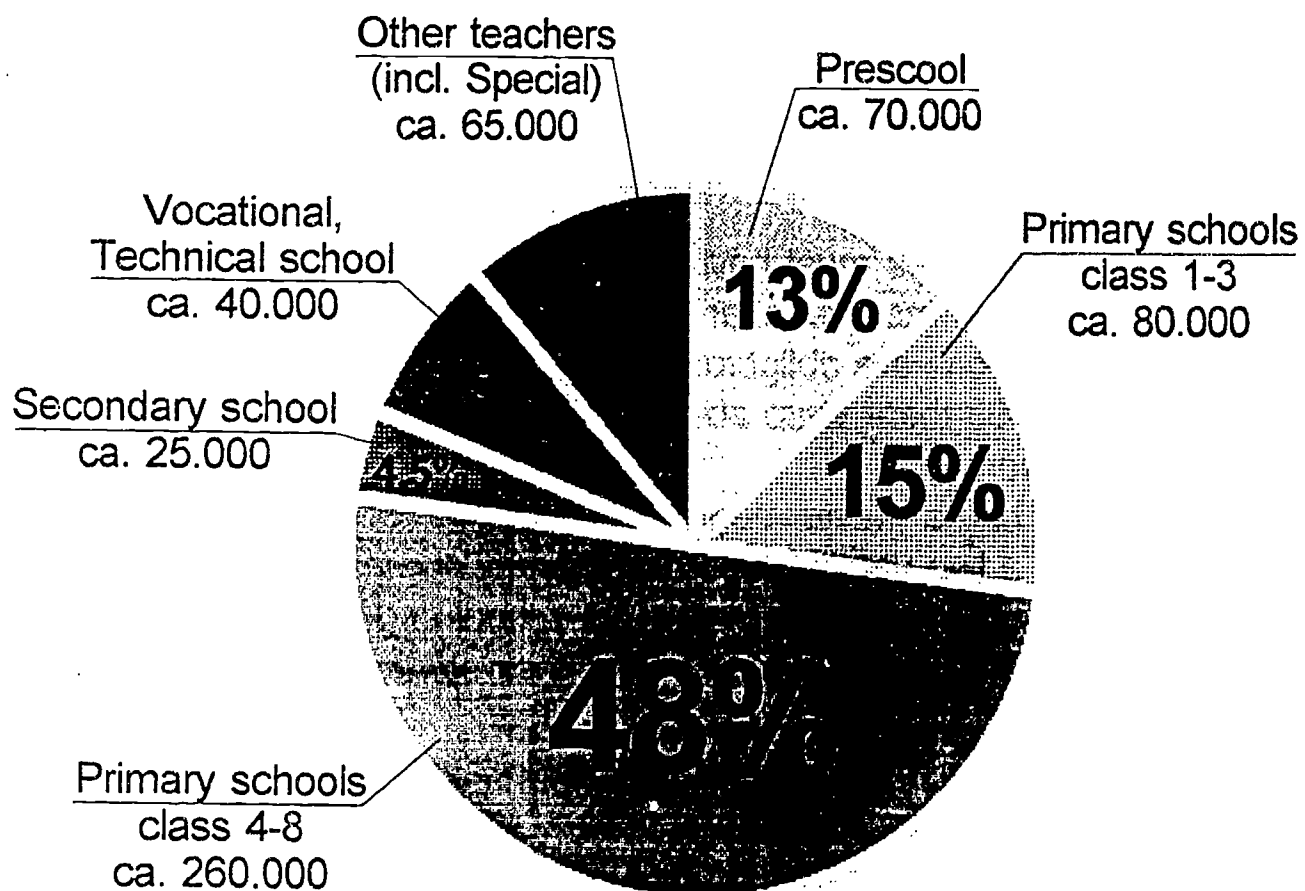
over 52% (planned increase to 75%)

Age

19			Technical School	43%
18	General High School (Liceum)	Vocational High Schools		Vocational Schools over 40% (to decline to 25%)
17				
16				
15				
14	Primary School (teachers with specialization)			
13				
12				
11				
10				
9	Primary education (one teacher)			
8				
7				
6	Class „0” (in school or kindergarten)			
5	Preschool (kindergarten)			
4				
3				

compulsory

Teachers in Poland



Total number of teachers: ca. 540.000

re-service and In-service Teacher Education in Poland

There are three types of institutions for initial training of teachers:

- universities (10)
- pedagogical universities (10)
- teacher colleges (ca 100).

The candidates must have certificate of secondary education (matura). In most teacher training institutions entrance examinations are obligatory.

In 1992-93 there were about 600.000 teachers in Poland of which only

- 60% had a master degree
- 28% a two year college diploma
- 11% only "matura" (mainly pre-school and primary teachers)
- 47.000 actually must complete their studies.

In 1990 about 50 colleges for foreign languages were created and in 1993 first group of thousand teachers with this kind of diplomas finished their studies.

The main weakness of our teacher education is that

- they are trained for one subject and are not prepared for cross curriculum cooperation
- prevailing lecture based pedagogy which makes future teachers transfer this style into classrooms
- at universities active pedagogy and workshop practices are rarely used, this is more likely to happen at teacher colleges
- not many teachers can use modern teaching technologies with advantage, (though this tendency is growing fast)
- poor knowledge of foreign languages makes the acces to current pedagogical literature difficult.

The main tasks for the next future is

- to match initial teacher education (ITE) with the demand of the school system
- propagation of the new two stage system of ITE
- enhancing innovation in ITE
- enhancing ITE for two school subjects
- providing in-service education for those who need it
- new law regulation for the three year teacher colleges
- new law relating professional carrier with raising qualification
- preparation of teachers for the oncoming school reform
- preparation of new school management skills related with the delegation of control in decentralized school system.

The role of in-service teacher training institutions (ISTE) is important in this situation. They are main sources of propagation of

- new teaching styles including active methods
- individualised systems of teaching and learning
- computers across curriculum
- new style school management
- leadership in democratic society
- ecological consciousness.

The international programs like TEMPUS or PHARE are of great help.

The in-service teacher education is in close relationship with oncoming school reform and changes in school curriculum and programmes of study. In addition to traditional subjects the emphasis is on

- foreign languages
- education to democracy
- ecological education.

There are 49 local in-service TT-centres and the National one responsible for coordination and information flow for teachers. The National In-service Teacher Training Centre supports local centres.

he Good and Modern School: Continuation of Educational Changes

General Principles of Government Policy in Education

Basic Aims and Objectives of Educational Policy

The main aim of national education in Poland is to create opportunities for balanced development of very person as an individual and as a citizen of the State of Poland in the cultural, spiritual and material environment of the country. To achieve this aim, the educational system should:

- offer unrestricted and equitable access to education ti children and young people in accordance with their age and stage of development
- ensure possibilities of transfer between particular levels of education
- ensure the possibilities to acquire secondary and higher education to young people who have appropriate attudies, skills and aspirations
- be based on the needs and activities of local communities
- quickly respond to changes in social, economic and cultural needs
- provide acces to education for the handicapped and for those with special educational needs.

The implementation of these objectives requires competent and efficient management structures as well as adequate funding.

State Guarantees in Education

The State offers free education to all children from the age of 3-5 years in kindergarten schools, from the age of 5 in primary and secondary schools and free education in post-secondary schools, vocational colleges and higher education institutions. It also supports talented pupils and students with scholarships.

The State has an obligation to provide adequate staff for schools and for educational administration.

Detailed Proposals for Implementation of Change

The Structure of Education

The existing structure will be modified by the year 2000. The 8-class structure will be retained in the primary school, with perhaps a compulsory education period beginning at the age of 6 years and extending to the age of 18 years.

By the year 2000, the percentage of the population to have completed comprehensive and broadprofile vocational education will increase considerably (to 75%). In higher education , it is envisaged that the recent trend to increase the enrolment rate will be maintained to reach about 25% by the year 2000. Vocational guidance will become of increasing importance.

The Management and Financing of Education

New organisational and legislative arrangements will be introduced to regulate the division of responsibilities for running schools and for pedagogical supervision. The Ministry of National Education (MONE) will prepare algorithms for financing public schools, universities and other institutions in the next year. Nonpublic schools, recognised by the MONE, will be subsidised to 50% of the average cost. Supervision and the analysis and assessment of the quality of education will be the responsibilities of Kuratoria.

Teachers

The State will retain its responsibility to define the qualification for teachers. New regulations for teachers will be introduced from 1996, which will define the minimum levels of qualifications for different types of teachers, eg., professional diploma (bachelor's degree) for primary school teachers, master's degree for secondary school teachers.

The legal status of teachers will change to allow for a probationary period, for the bestowing of chartered teacher by the Kurator to present very low average salary should be gradually increased to reach, in 1996, a level comparable with the average in public administration.

Changes in Curricula

The reform of curricula in primary and secondary school will continue, designed to:

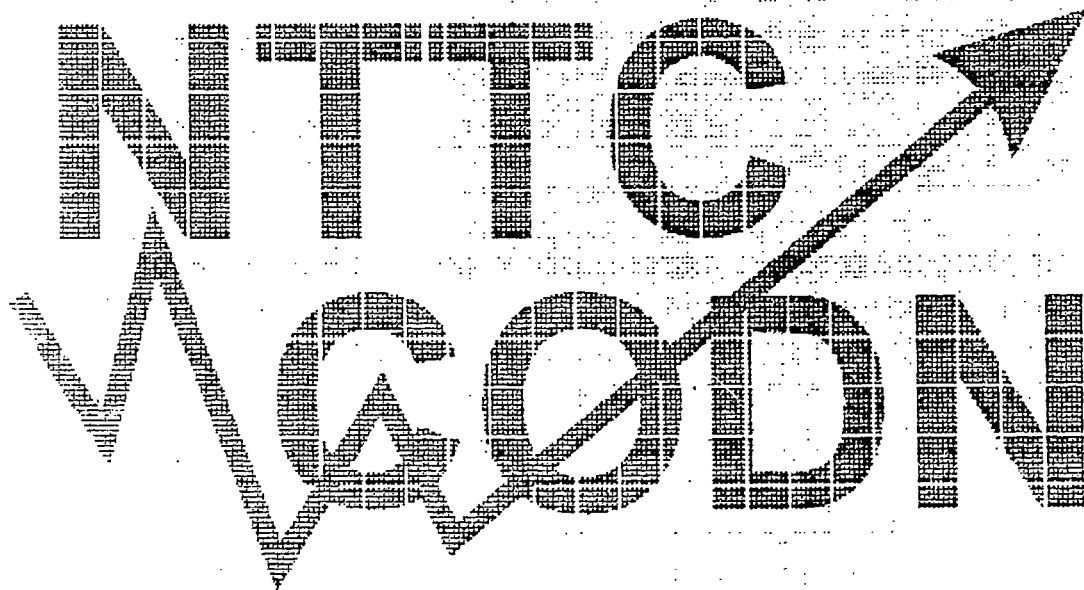
- eliminate the excess of encyclopedic information
- introduce options to allow for individual abilities.

Emphasis will be given to the need for a competence in foreign languages, computers and communication skills.

Minimum national standards of curriculum achievement and by similar national standards at other levels.

Changes in curricula in vocational education will allow students to work in many different specialisations and increase professional mobility and flexibility.

In higher education curricula will be adjusted to relate to international standards. The two-stage system of bachelor and master degree level will be reinstated, and a network of vocational higher educational schools will be extended and developed.



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